

Creating Transformative Connections with Graduate Students Using a Social Capital Framework

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Graduate Student Experiences & Service Needs Context - Hannah



Graduate Student Experiences & Service Needs Context - Hannah



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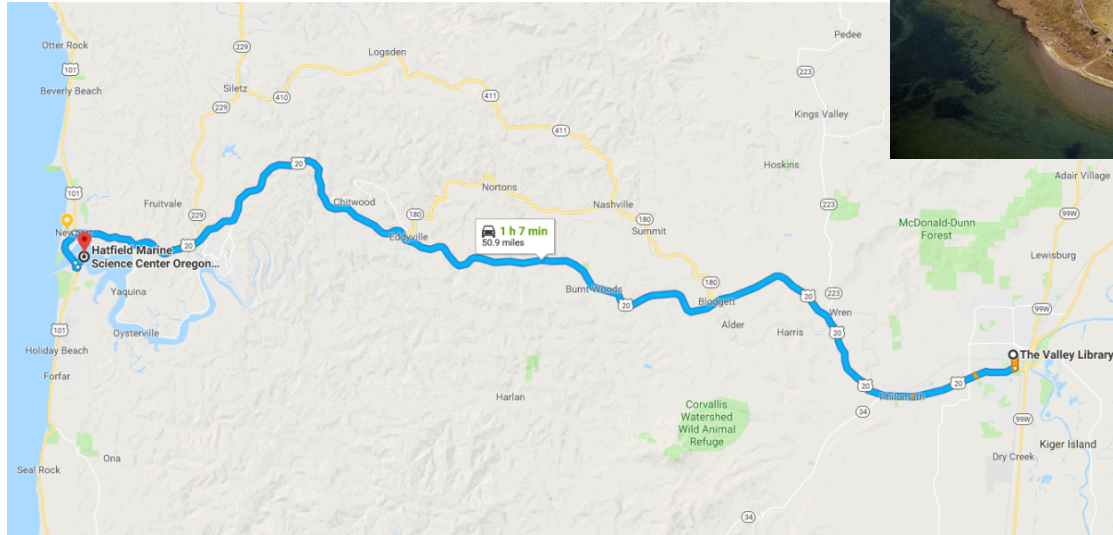
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Graduate Student Experiences & Service Needs - Mary



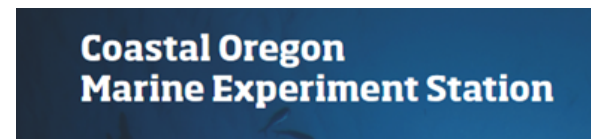
Background Context - Mary



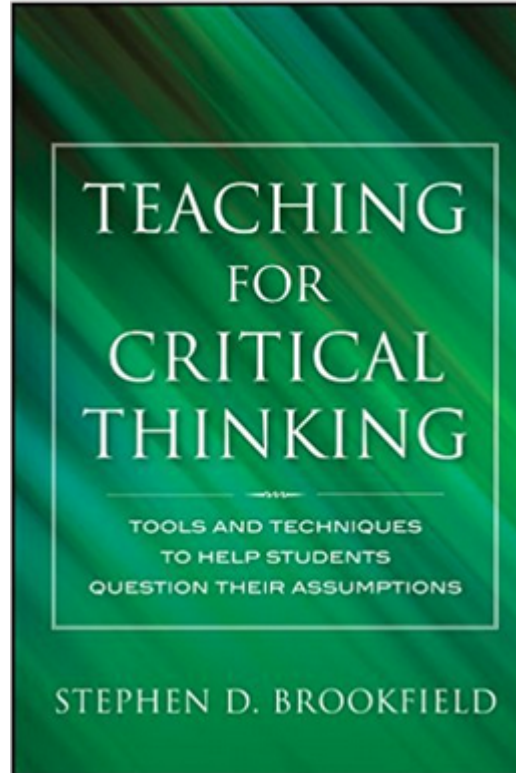
College of Science



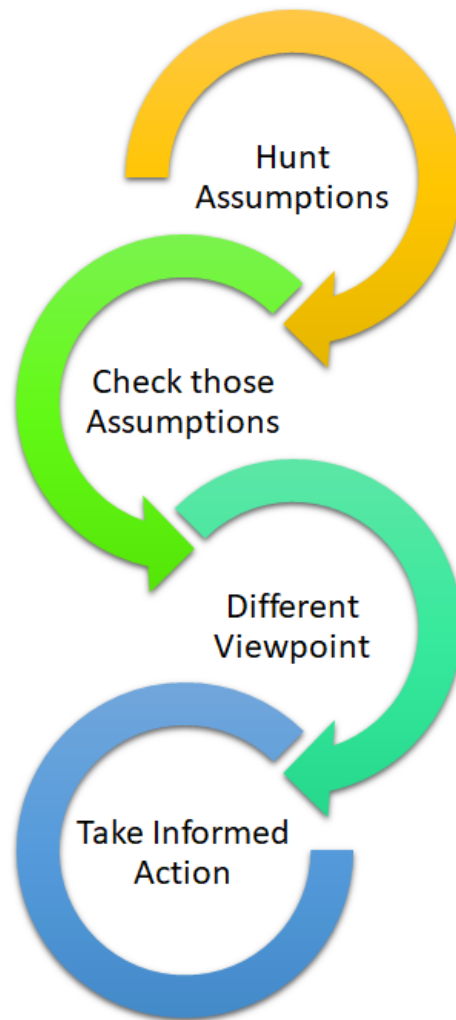
A NEW MODEL TO ADDRESS EMERGING ISSUES AND CHALLENGES FACING OREGON AND THE GLOBE.



Assumptions Inventory - Hannah



Brookfield (2012)



Brookfield (2012)

Graduate Student Experiences & Service Needs Assumptions Inventory - Hannah

Graduate students' experiences are shaped more by their departments than the larger university

Services are available but are unequally distributed and accessed (for many reasons)

Peer learning is the most realistic learning route

Graduate students are pragmatic learners (time is highly valued)

Exploring the literature is the least (or one of the least) of their worries

I am not the most important person in their universe. (And neither is the library.)

Assumptions Inventory - Mary

Graduate students are not necessarily the primary focus of faculty and feel ignored sometimes.

Graduate students learn from their peers.

Graduate students have to drive to campus for healthcare services, departmental events, seminars, graduate school services, data consults...UNEQUAL ACCESS

Webex  In-person

The librarian can make an impact and is a known persona but the HMSC library is simply a space.

The future is very uncertain.

What are your assumptions about your graduate student community and your relationship to that community?



Reflect & Write

What are your assumptions about your graduate student community and your relationship to that community?



DISCUSS



Theory

Information Poverty

True or False Assumption?

Networks exist to facilitate
resource exchange.

Information Poverty

Secrecy

Risk-Taking

Deception

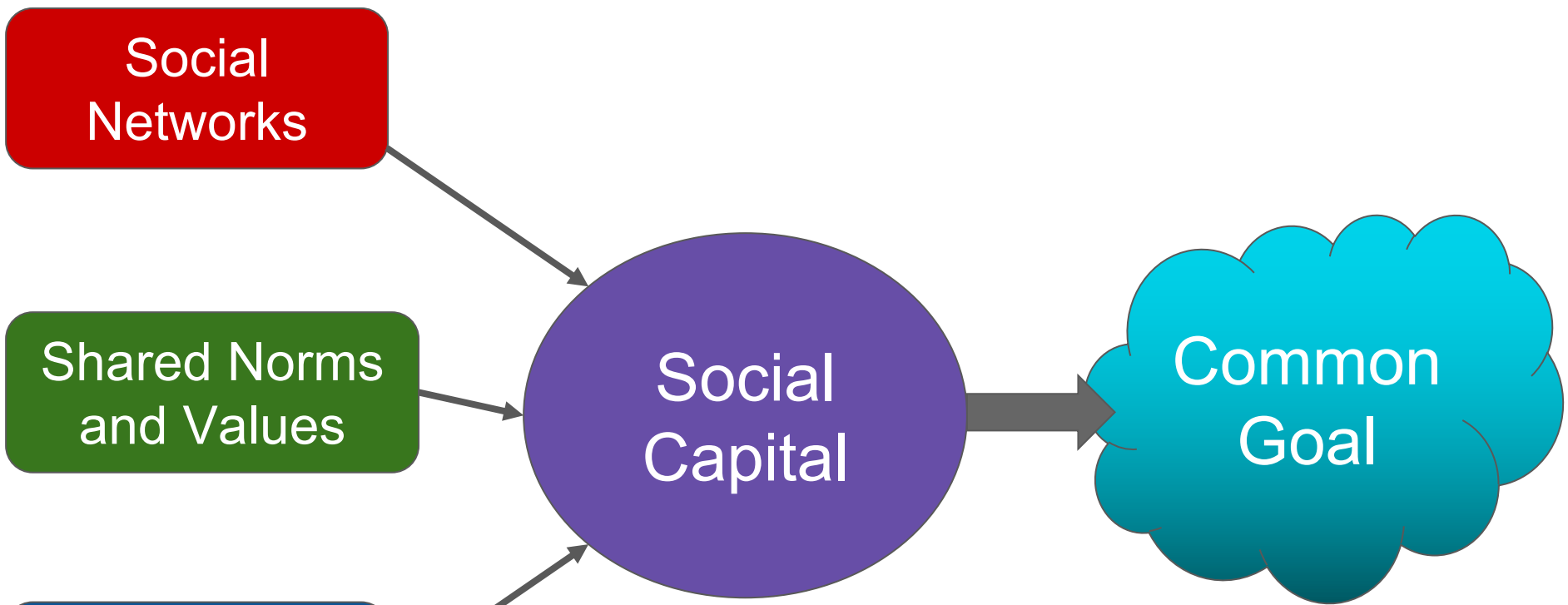
Situational
Relevance

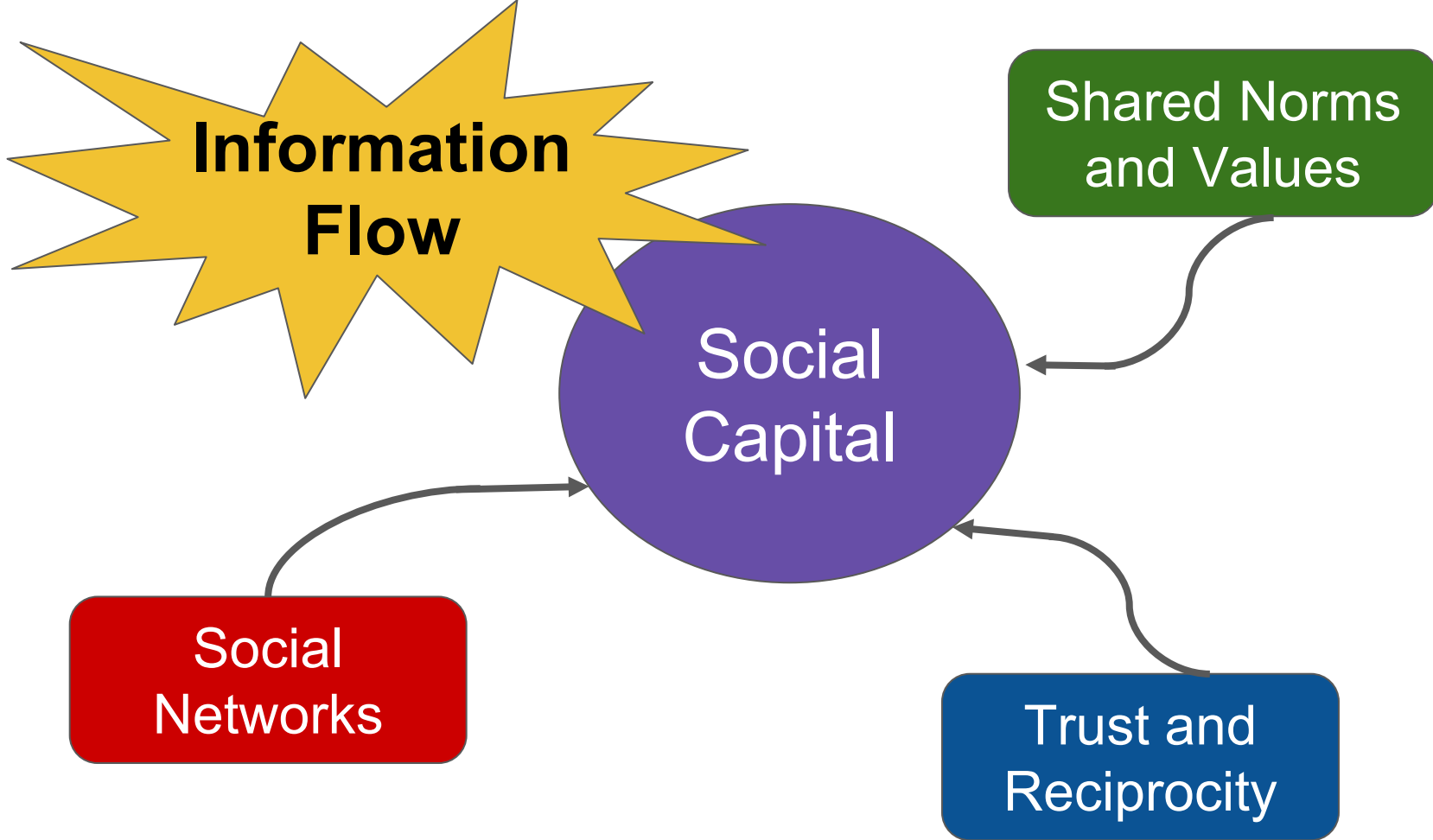


Social Capital



Theory





Schuller, T., Preston, J., Hammond, C.,
Brassett-Grundy, A., & Bynner, J.
(2005)

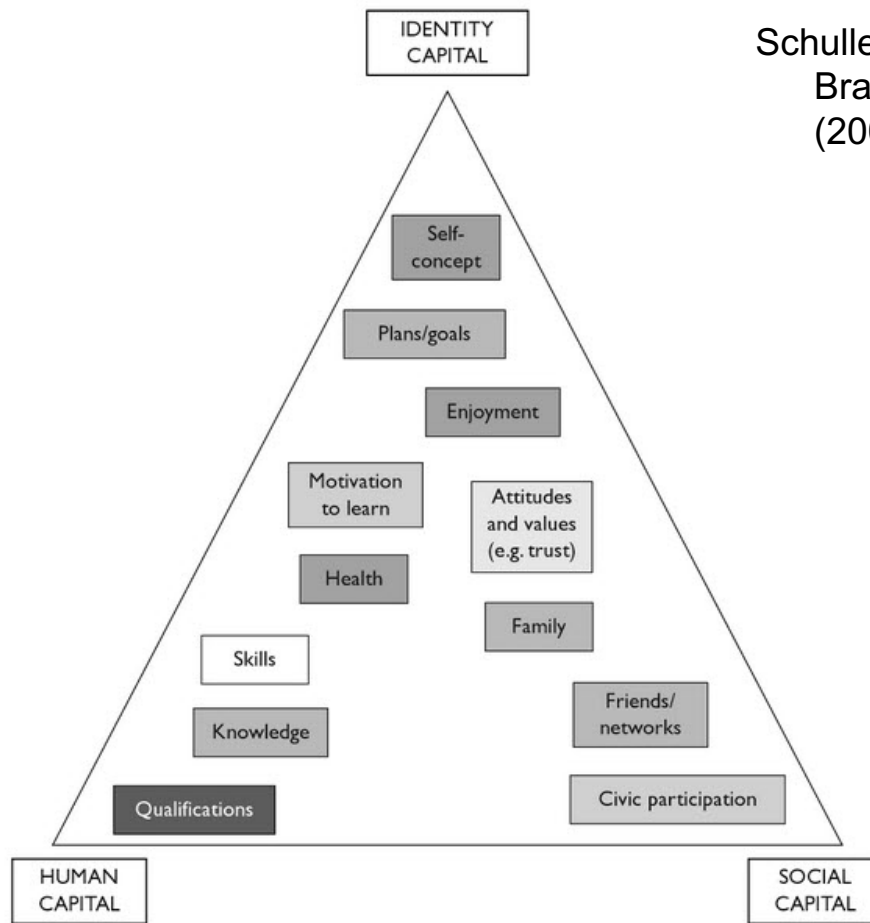
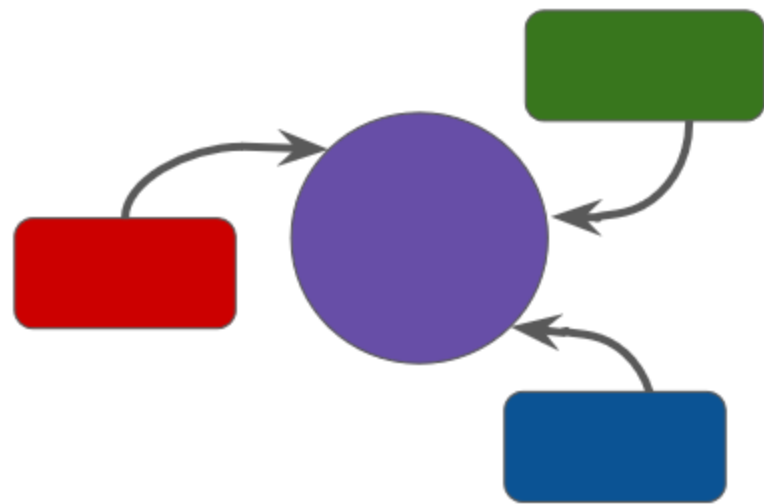
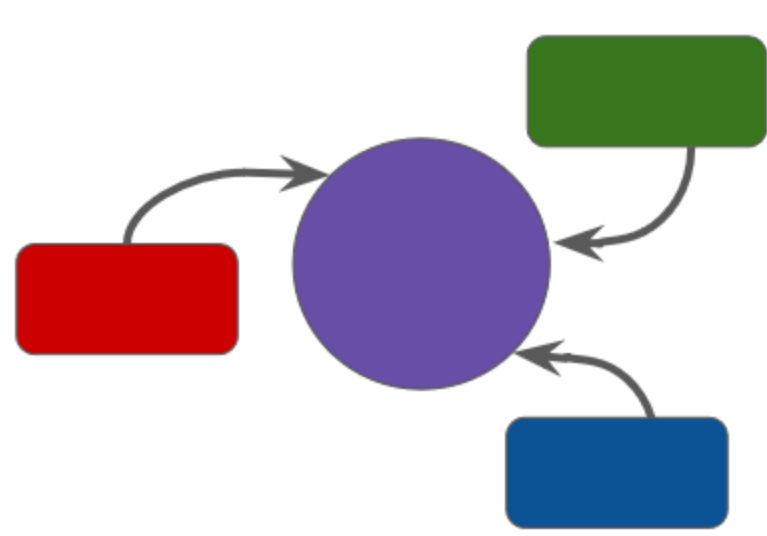
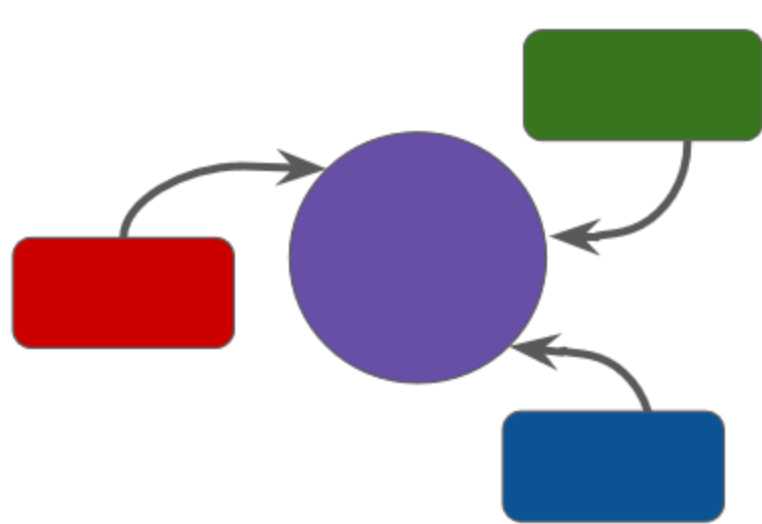
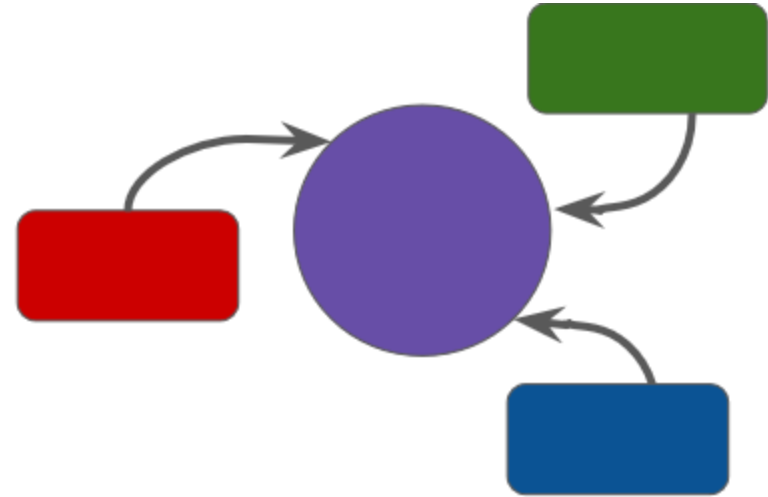
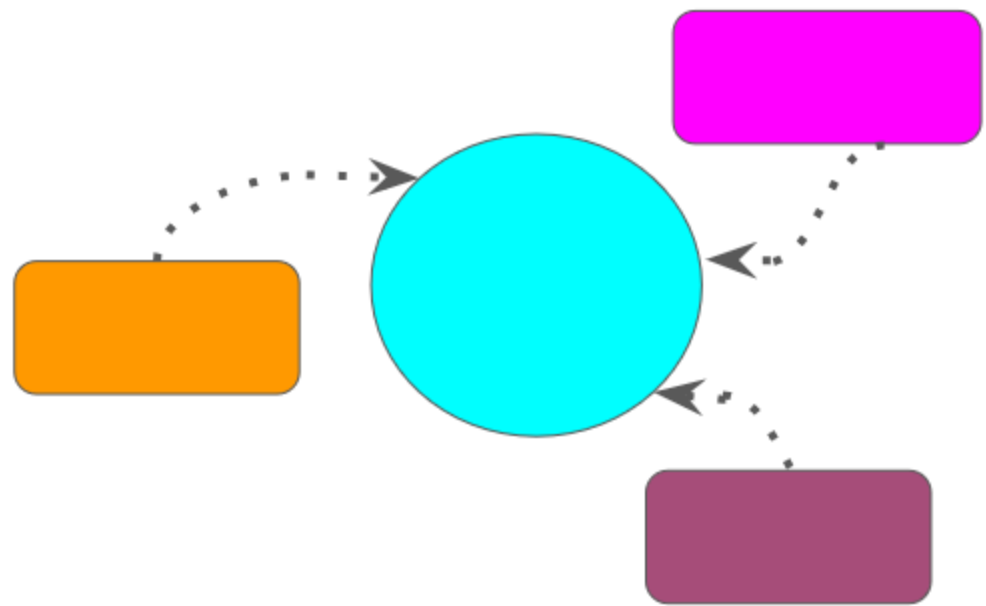
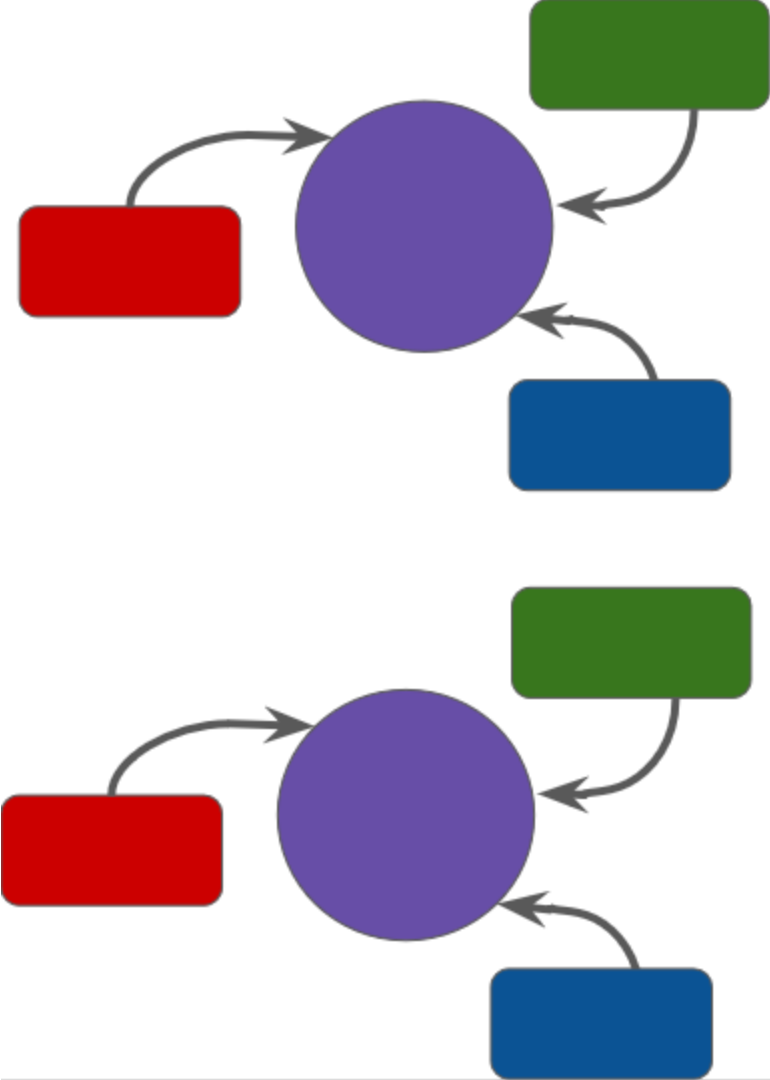
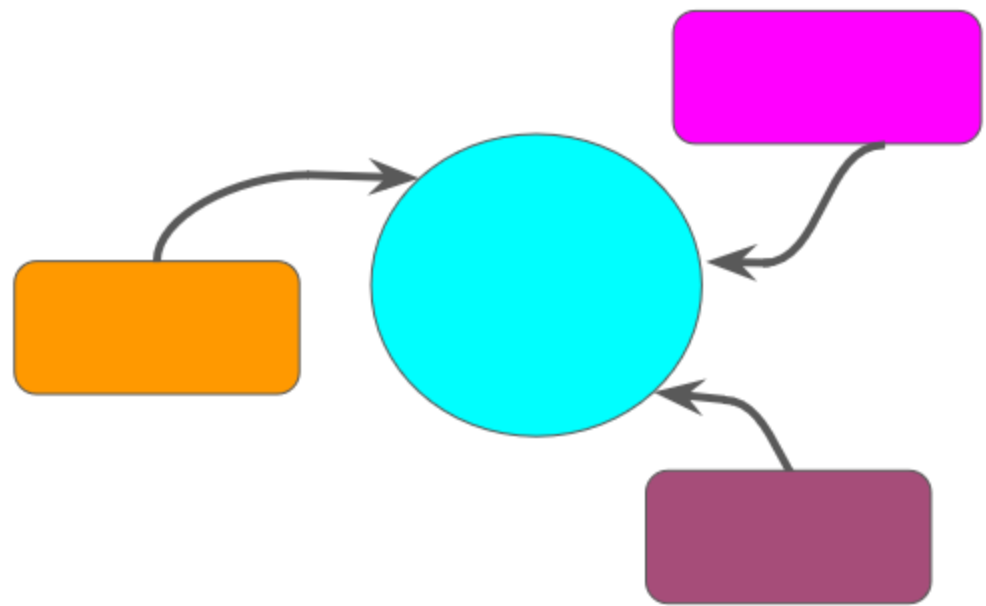
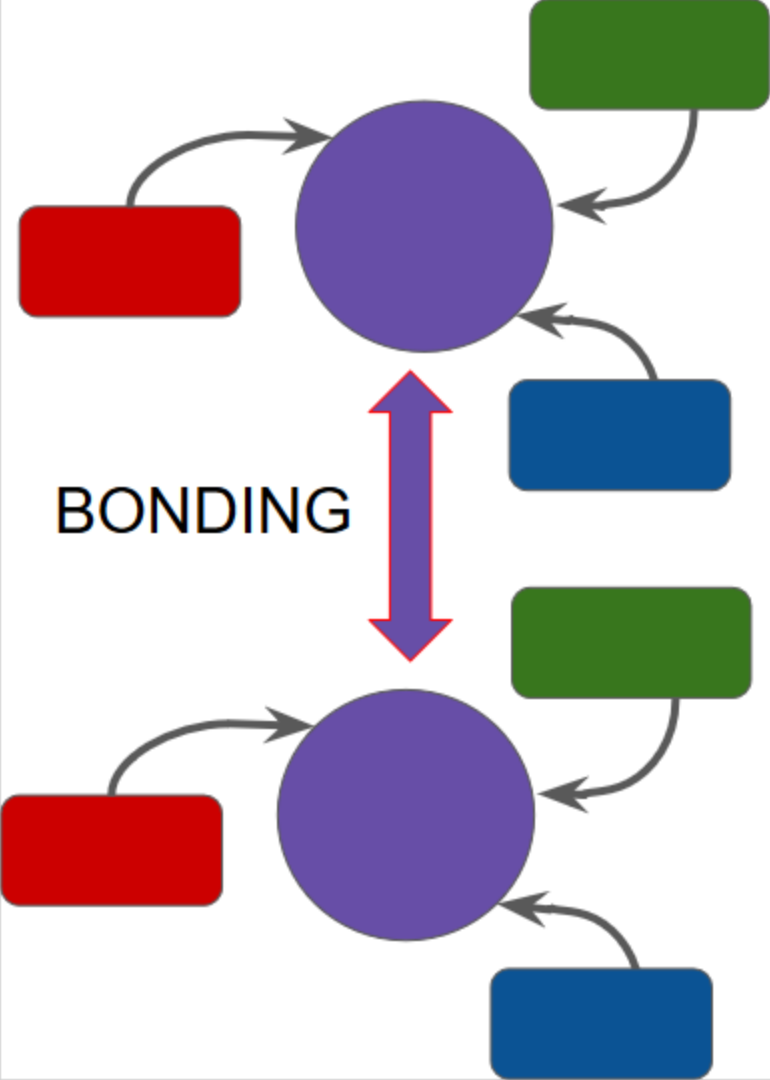


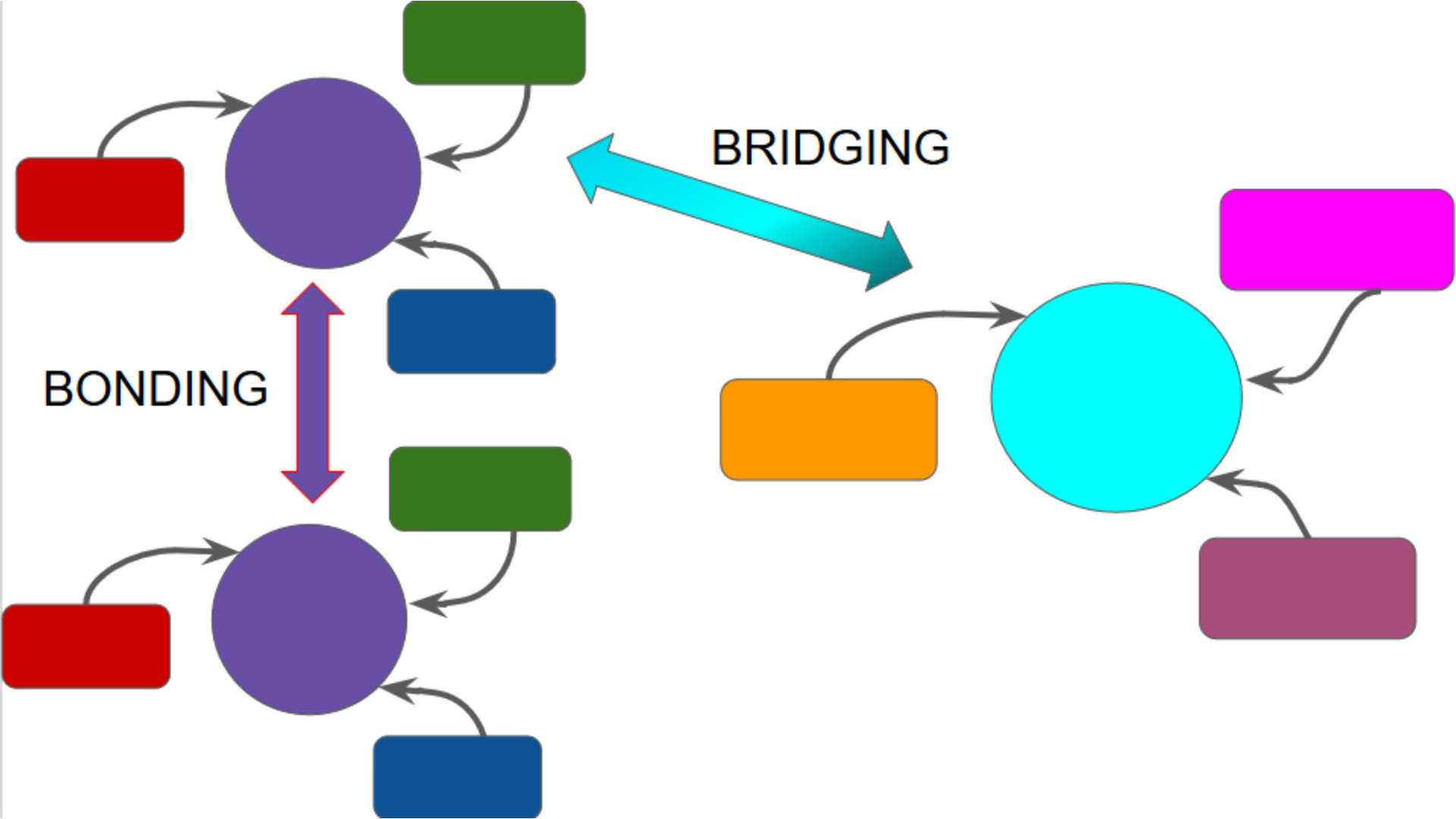
Figure 2.1 Conceptualisation of the wider benefits of learning.

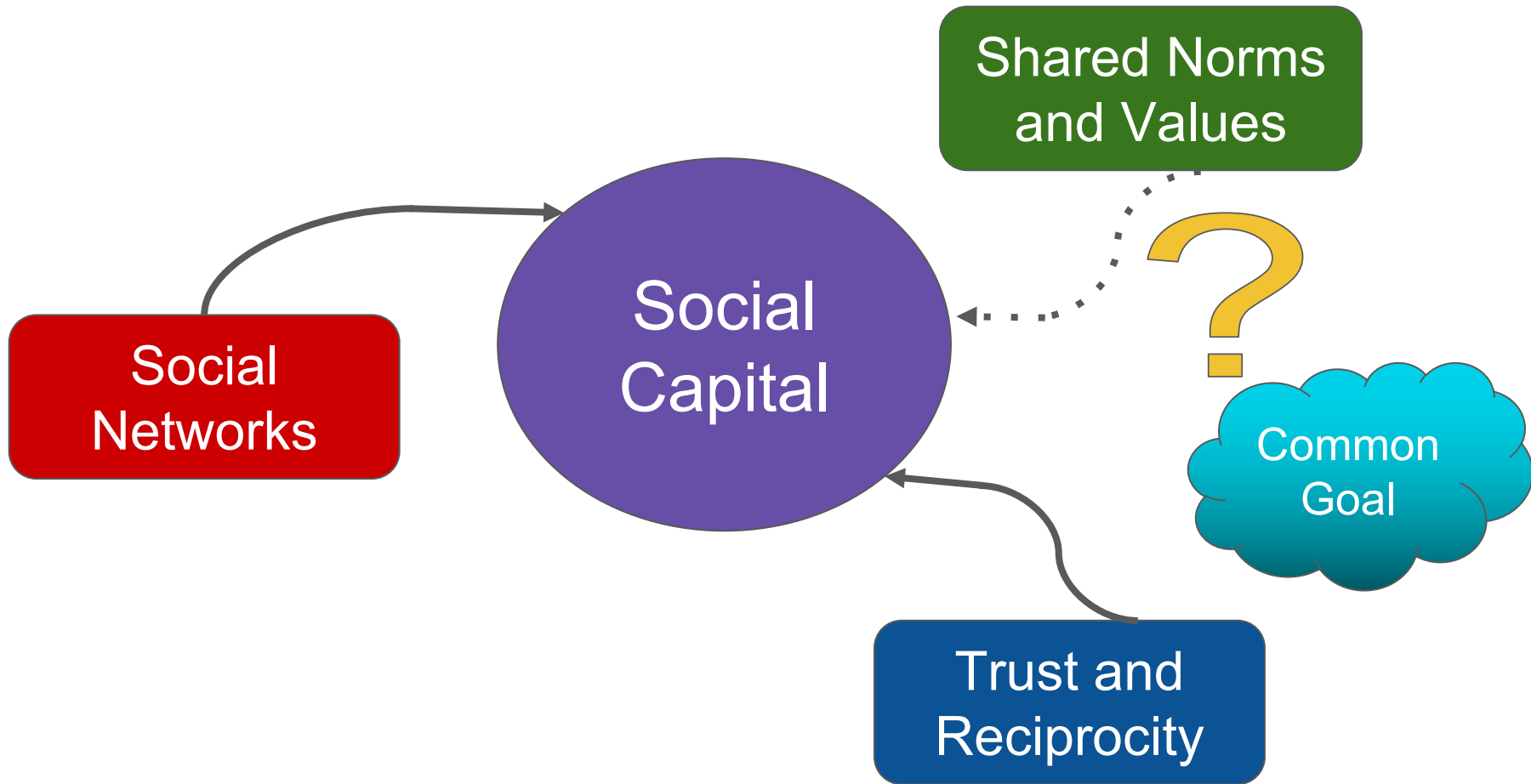


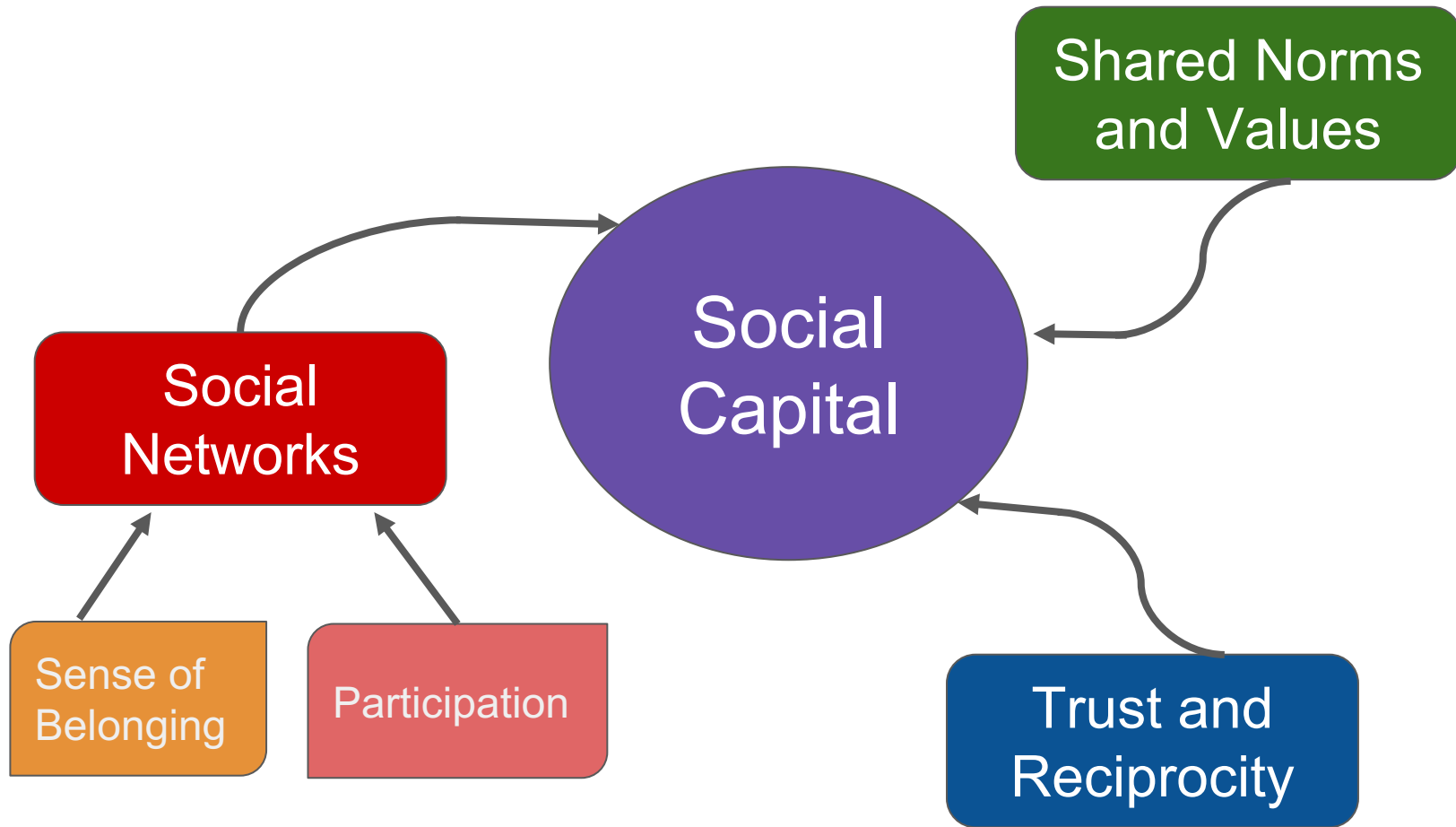


Levin D. & Cross R.. (2004)









Make your own map



Reflect & Write

Write down the names of people with whom you are in regular contact.

- Family, close friends, people you know from any membership in social interest groups or clubs, people you know from work and/or education, and any other significant people in your life.



Reflect & Write

What actions or behaviors help build or diminish these relationships?

- Add in lines (*optional*: with arrows to indicate directionality) that demonstrate levels of trust.

What do you notice about your social capital?

- Is it more bonding (people like you) or bridging (people unlike you)?
- Is it situated more in particular areas of your life and less in others?

Make a map based on an assigned grad student scenario



Group Work



Jonah



Abbie



Preeda



Ellen

Choose at least one of the grad student scenarios.

What kinds of information or resources do they need?

Think about a network map

- How are they related to people?
- Who do you think they trust?

What could they do to improve their situations?

What could their departments, advisors, graduate school, or university do?

Is there a role for the library?



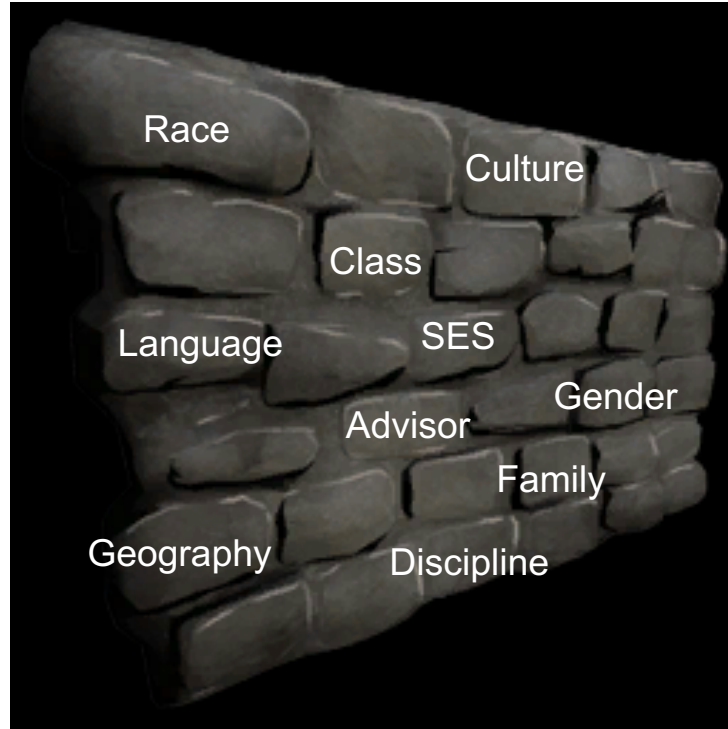
Group Work

Share Maps

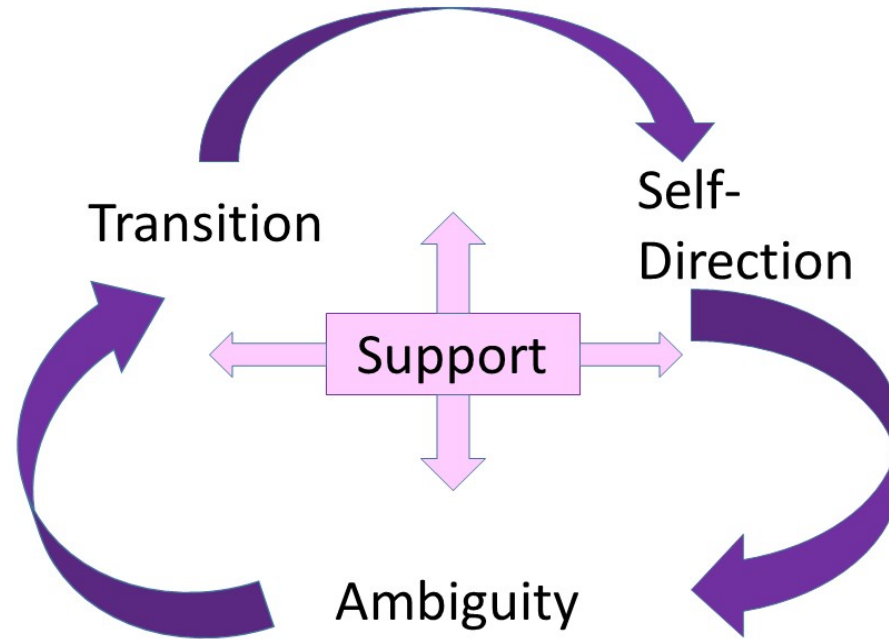


DISCUSS

Social Capital Barriers



Historically Underrepresented Minorities



Environmental Barriers

Disciplinary area

Local culture

Geographic constraints

Language

.....



Critical Incident Questionnaire



Reflect & Write

Critical Incident Questionnaire



Discuss

Return to Assumptions

- How Can You Use A Social Capital Lens to Transform Libraries for Graduate Students?



Group Work

Return to Assumptions

- How Can You Use a Social Capital Lens to Transform Libraries for Graduate Students?



Discuss

Thank you!

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OSU Main Campus - <http://ecampus.oregonstate.edu/orientation/degree.htm>

Greenhouse student - <http://gradschool.oregonstate.edu/molecular-and-cellular-biology-graduate-program/noor-al-bader>

Lab student - <http://bpp.oregonstate.edu/facilities/>

HMSC Overhead - <http://hmsc.oregonstate.edu/agency-research>

Entrance to Guin Library - Mary Markland personal photo

CIMRS - <http://hmsc.oregonstate.edu/cimrs/staff-directory>

Marine Mammal Institute - http://oregonprogress.oregonstate.edu/sites/oregonprogress/files/issue/summer-2014/oap14-header-mmi_0.jpg

CEOAS - http://blogs.oregonstate.edu/marineheatflow/files/2015/08/CEOAS_logo3.jpg

Marine Studies Initiative - <http://marinestudies.oregonstate.edu/>

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NOAA - <http://www.noaa.gov/>

EPA - <https://www.epa.gov/>

USDA - <https://www.ars.usda.gov/>

US Fish & Wildlife - <https://www.fws.gov/>

Oregon Department of Fish & Wildlife - <https://ltk.org/partner/oregon-department-of-fish-and-wildlife/>

Caduceus - <https://commons.wikimedia.org/wiki/File:Caduceus.svg>

Oregon Sea Grant - <http://seagrant.oregonstate.edu/>

OSU College of Science - <http://sites.oregonstate.edu/science/>

OSU College of Agricultural Sciences - <https://agsci.oregonstate.edu/>

Keys - <https://pixabay.com/en/key-keychain-house-keys-door-key-2744636/>

Images (cont.)

Map making - <http://histruthmyvoice.org/>

Scenarios -Jonah - <https://www.careersinmusic.com/music-historian>; Abbie - <https://www.pinterest.co.uk/pumpkin511/selfish-selfies/>; Preeda - <https://health.uconn.edu/graduate-school/academics/programs/ph-d-biomedical-science/skeletal-biology-and-regeneration/>; Ellen - <https://ww2.rockhurst.edu/events/02-24-2018/graduate-admission-information-session-csd-education-ot-pt>

Map sharing - https://commons.wikimedia.org/wiki/File:FEMA_-_32526_-_FEMA_Community_Relations_workers_looking_at_map_of_Queens.jpg

Stone wall - https://ark.gamepedia.com/Stone_Wall